**What’s In and What’s Out?**

*A line by line comparison to help adult educators, instructional leads, and program administrators understand how the instructional shifts impact teaching, classroom resource selection, and impact student learning outcomes.*

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| IN | OUT |
| 1. Focusing on the complexity of what students read
 | 1. Focusing only on what students can do with what they read (skills)
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| 1. Texts worthy of close attention (CLOSE reading process)
 | 1. Reading any ‘ol text
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| 1. Emphasizing informational texts
 | 1. Emphasizing narratives
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| 1. Coherent sequences of texts
 | 1. Collection of unrelated texts
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| 1. Mostly text-dependent questions
 | 1. Mostly text-to-self questions
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| 1. Writing evidence-based analyses
 | 1. Writing personal narratives
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| 1. Accent on academic vocabulary
 | 1. Accent on literacy terminology
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| 1. Emphasis on reading and re-reading texts
 | 1. Emphasis on pre-reading strategies to understanding texts
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| 1. Emphasis on specific content and themes (e.g., U. S. Founding Documents)
 | 1. Content-free and selecting any resource at random
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| 1. Student supports (pre-mediation)
 | 1. Student supports (only re-mediation)
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